Lesson Plan for A Journey on the Chesapeake and Ohio Canal

This lesson will address a host of indictors and objectives in both reading and social studies for the Maryland State Curriculum. The entire list can be found at the end of this lesson plan. A few main objectives:

Social Studies/Geography:

3C1d – Describe the transportation and communicaton networks for the movement of people, goods and ideas to, from, and within Maryland, such as the Bay Bridge, National Road, B & O Railroad, Port of Baltimore, and the C & O Canal

Social Studies/History

5C2b – Describe the importance of changes in industry, transportation, education, rights, and freedoms in Maryland such as roads, canals, slavery, B & O Railroad, the National Road, immigration, public schools, and religious freedom

Social Studies/ Skills and Processes

6 A3,4 - Use strategies to monitor understanding and derive meaning from text and portions of text (during and after reading)

English/Language Arts

3A3d - Analyze characterization (character traits based on what the character says, does, and thinks...)

3A3e - Identify and explain relationships between and among characters, setting, and events

Objective(s):

Students will read and discuss A Journey on the Chesapeake and Ohio Canal in order to:

- Learn why the C & O Canal is an amazing accomplishment in Maryland's history
- Learn why the C & O Canal is especially important to us here in Washington County
- Understand more about the genre of historical fiction and how it can teach us real information with characters who didn't actually live, but could have
- Describe what a typical nine-year old canal boy and family were like in the late 1800's

Hook:

- You might begin by discussing your upcoming field trip or show a photo from the power point or other resource:
 - Ask: How would you like to live on a boat and travel up and down a canal for 8 months every year?
 - Give some talking time and time to share. Explain that many families who lived and worked on the C & O Canal did
 just that.
 - o You may wish to begin a KWL chart which could be completed when you return from the C & O Canal Fieldtrip.

Procedure:

- Begin with the power point to build students' background information (Note talking points and additional background information on the notes below each slide.)
- Give one copy of *A Journey on the Chesapeake and Ohio Canal* and a map to each student. Ask them to write the location names on the map as they read the journal. You may wish to copy the vocabulary words on the back of the map. Cue students to other pieces of historical fiction they have read. Make sure they understand key elements of this genre, and have opportunities to self-select other pieces of historical fiction.
- The readability of the journal is early Grade 5; consider how you will support readers who are not able to read the text independently (shared reading, partner reading).
- Process through the text, sharing background information and allowing students to process information and make personal connections along the way.

Closure:

• Review the key points of the stated objectives with questions such as, "Why is the C & O Canal an amazing accomplishment?", "What have we learned about Michael that makes him a typical 9 year old boy?"

Assessment:

- When the journal has been completed, you may wish to have students respond in writing to any of the questions, or additional questions that you develop.
- Make other materials and websites available for students to continue to learn more about the C & O Canal.
- The real test will be when students visit the C & O Canal. Notice the questions they ask, and how well they are able to attend to the park rangers' information!

Additional Objectives for Maryland

Social Studies/Geography:

3A1b - Use photogaphs, maps, charts, graphs, and atlases to describe geographic characteristics of Maryland United States

3A1c – Identify and locate natural/physical features and human-made features of Maryland such as Appalachian Mountains, Piedmont Plateau, Atlantic Coastal Plains

3C1b – Explain how changes in transportation and communication led to growth and development of towns and cities in Maryland and the United States

3C1d – Describe the transportation and communicaton networks for the movement of people, goods and ideas to, from, and within Maryland, such as the Bay Bridge, National Road, B & O Railroad, Port of Baltimore, and the C & O Canal

3D1b – Describe ways and reasons people in Maryland and the United States modify the natural environment and the consequences of these modifications

Social Studies/Economics

4A4a – Explain how available resources determine which careers are more common in one region such as watermen on the Eastern Shore

4B1a – Give examples of the kinds of goods and services produced in Maryland during different historical periods

Social Studies/History

5C2b – Describe the importance of changes in industry, transportation, education, rights, and freedoms in Maryland such as roads, canals, slavery, B & O Railroad, the National Road, immigration, public schools, and religious freedom

English/Language Arts

3A3a – Identify and distinguish among types of narrative texts such as short stories, folklore, realistic fiction, historical fiction, etc.

3A3c – Identify and describe the setting and the mood, and explain how the setting affects the characters and the mood.

3A3d - Analyze characterization (character traits based on what the character says, does, and thinks...

- 3A3e Identify and explain relationships between and among characters, setting, and events
- 3A6a Identify and explain main ideas and universal themes
- 3A6e Identify and explain personal connections to the text
- 3A6f Explain the implications for the reader and/or society
- 3A7c Identify and explain the relationship between a literary text and its historical context